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ABSTRACT

The Family Learning Project, a family literacy program, focused on providing Centre County, Pennsylvania, families with basic skills instruction within the context of family learning. Parents, working with specially trained family literacy tutors, received basic skills instruction tailored to their individual and family needs. Using the functional context approach to instruction, basic skills were taught within the context of family literacy and parenting activities. Project activities encouraged parents to take a proactive role in their children's education and encouraged them to explore cultural differences. The project successfully recruited and trained 23 family literacy tutors; 14 families were recruited and placed with volunteer tutors. Results of the Bader Reading and Language Inventory administered to participating parents were encouraging. Interviews indicated that all participants improved family literacy behaviors in at least one area. Tutors found their experiences rewarding, positive, and worthwhile and felt their assigned parent benefited from the program. Recommendations regarding replication suggested programs consider these issues: characteristics of target population, staff development and support, and interagency collaboration. (Appendixes include a curriculum outline/objectives list, a list of tutor training objectives and agenda, two sample student profiles, an interview schedule, and evaluation forms. (Contains 25 references.) (YLB)

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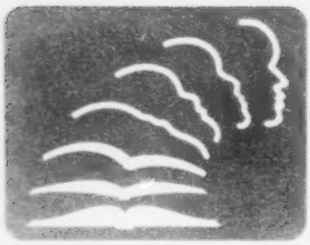

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Development and Evaluation of a Model Family Literacy Program

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Development and Evaluation of a Model Family Literacy Program

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Development and Evaluation of a Model Family Literacy Program

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Abstract

Although many educationally disadvantaged parents support the value of academic achievement for their children, many lack the basic skills and knowledge to foster their children's intellectual development. Consequently, illiteracy tends to be intergenerational. Recent studies indicate that family literacy programs can be effective in breaking the intergenerational cycles of illiteracy and poverty.

This project, a direct parent-indirect child model family literacy program (Nickse, 1989), focused on providing participating Centre County (PA) families with basic skills instruction within the context of family learning. Parents, working with specially trained family literacy tutors, received basic skills instruction tailored to their individual and family needs. Using the functional context approach to instruction, basic skills were taught within the context of family literacy and parenting activities. In addition, project activities encouraged parents to take a proactive role in their children's education and encouraged them to explore cultural differences.

The strength of this project is its flexibility. As designed, it can be implemented across a variety of programs, using a variety of materials to achieve a diverse program and individual student goals. Although developed for use by the Mid-State Literacy Council (serving two counties in central Pennsylvania), the program can be implemented by any literacy provider using readily available resources - many of which are free. The Family Learning Model is adaptable to a variety of organizational philosophies, cultures, resources and student populations. It can be used to strengthen existing family literacy programs or it can be used by even the smallest of providers to implement a successful family literacy program.

Development and Evaluation of a Model Family Literacy Program

INTRODUCTION

Rationale

Family Literacy

Children need positive guidance and a positive home environment to develop a "sensitivity to the sounds and rhythm of words and their meanings, a love of books and an ease of oral communication" (Anderson, Hiebert, Scott & Wilkinson, 1984). These skills are basic not only to the process of reading but also to educational achievement. Anderson and others (1984), in Becoming a Nation of Readers, conclude that success in reading depends on wide experience in talking and learning about the world, early experiences with written language such as seeing parents writing, and having parents read aloud to their children. Auerbach (1989) suggests that, in addition to these activities, family literacy programs also focus on teaching basic skills in the context of social and cultural needs to foster in-home literacy activities and active involvement in the children's school system.

Unfortunately, many educationally disadvantaged parents lack the skills necessary to read to their children or help them with educational problems. Fitzgerald, Speigel, & Cunningham (1991) found, for example, that parents with lower literacy levels value literacy activities and materials; however, they do not recognize the importance of adult role modeling. Additionally, these parents had few ideas about why some children do better in school than others or about what parents can do to help their preschoolers succeed in school.

Research also indicates that illiteracy is intergenerational; Winters, Rubenstein, and Winters (1987) report, for example, that parents who dropped out of school are more likely to have children who also drop out of school. The parents' educational level, particularly the mother's educational level, has a strong and well documented impact on their children's educational success. Various researchers (Cochrane, 1986; Coleman, 1988; Mason, & Kerr, 1991; Shorr, & Shorr, 1988) have found, for example, that less educated women:

- have more children which has an impact on the cognitive development of the children -- later children develop less well than first born;
- are more likely to be malnourished, smoke, and abuse drugs and alcohol; and
- have higher percentages of low birth weight babies, who often are at-risk for learning disabilities;
- have children who enter school with lower levels of oral language.

Sticht (1979, 1987), in fact, concludes that, of all variables influencing a child's achievement, the mother's level of education is most highly correlated to her children's level of education.

Recent studies (Askov, Maclay & Bixler, 1987, 1992; McIvor, 1989; Nickse, 1989, 1990; Seaman, Popp, & Darling, 1991; Sticht, 1987) indicate that family literacy programs can be effective in breaking the intergenerational cycles of illiteracy and poverty. Van Fossen & Sticht (1991) researched the impact of adult education and training programs provided by Wider Opportunities for Women (WOW) demonstration programs. They found that 65% of the children of mothers participating

in the WOW programs demonstrated educational improvements as a result of their mothers' participation in educational programs. The researchers conclude that "additional support of programs targeting mothers [is] a critical educational investment and national priority." (pp. 36) In an evaluation of the Kenan Trust family literacy model, Popp (1991) found that "parents persisted in family literacy programs because the programs addressed [their] sense of alienation [from schooling]" (pp. 1) and helped them develop a positive attitude toward education.

Nickse (1989) organizes family literacy programs into four models depending on the level of intergenerational activities. The Family Learning Project, a direct parent - indirect child model, focused on providing parents with family learning skills and activities which will affect their own and their children's literacy achievement.

Effects of Education on Quality of Life

According to Schorr (1988), "Youngsters who leave school without basic skills pay a high price in self-esteem, face radically curtailed economic prospects and will have a hard time raising children whose lives will be better than theirs." Young people with weak reading and math skills are four times as likely to be dependent on public assistance as those with strong basic skills and eight times as likely to have children out of wedlock. Concluding that the problem of illiteracy is often multi-generational, she notes that children of parents without a high school education are twice as likely as their classmates to be non-readers.

Analysis of recent census data indicates that educational attainment and economic situation are closely related. Bogue (1985) reports that persons with less than eight years of school are three times more likely

to be living in poverty than those with a high school education. Abbreviated education, health problems due to deficient health care, lack of financial support, and limited economic opportunities often keep families in or near poverty for many years (Committee on Ways and Means, 1985).

Additionally, recent demographic projections indicate that, in the next decade, the nation's young adult population will be comprised of increasing proportions of racial and ethnic minorities and those who have completed less than twelve years of school--many of whom will be seriously lacking in complex literacy skills. As a result, it is expected that the percentage of disadvantaged in the population, with their interrelated social, educational, employment, and health problems, will rise dramatically (Kirsch & Jungeblut, 1986; Sticht, 1979; Venezky, Kaestle & Sum, 1987; Winters, Rubenstein & Winters, 1987).

Adult Literacy

Recent research in adult literacy has focused on functional literacy, defined by Harman (1985) as including not only the ability to read and write but also the possession of knowledge and skills which enable individuals to function effectively in their environments. The 1991 Adult Literacy Act expands on this definition by defining literacy as "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential." At the most basic level, these skills might include reading medical directions, safety instructions or food labels, or following a recipe in preparing a meal.

Adult education researchers (Knowles, 1985; Tight, 1983) have found that adults learn more easily when the instructional content is relevant and immediately applicable to their lives. In addition, Sticht (1987) concludes that when basic skills such as reading comprehension are taught in a functional context, the adult student not only learns the basic skills but also masters the content knowledge presented during instruction. Retention of both basic skills and content is also improved when this instructional approach is used.

Project Background

Project Development

The Institute for the Study of Adult Literacy (College of Education) at The Pennsylvania State University submitted a proposal to the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education to design a family literacy program for parents enrolled at the Mid-State Literacy Council (MSLC). This proposal was developed in cooperation with MSLC and the Schlow Memorial Library (State College, PA) and designed to provide MSLC's adult learners with family learning opportunities. The emphasis of the project on the use of volunteer tutors to provide instruction was essential due to the parents' varying basic skills levels, the wide range of their children's ages, and the rural nature of Centre County.

The Mid-State Literacy Council was established in 1971 and serves both Centre and Clearfield Counties in central Pennsylvania. It provides basic tutor training and in-service programs for volunteers. Volunteers provide one-to-one tutoring and assist adults develop basic reading, math, and writing skills. This program serves an average of 500 students each

year. The Family Learning Project focused on families living in Centre County.

Prior to submission of the Family Learning Project proposal, Schlow Memorial Library had established an informal arrangement with MSLC to provide space and materials to volunteer tutors and adult new readers. In addition, Schlow, in partnership with the Institute and MSLC, submitted a proposal to the Bell Atlantic/American Library Association (ALA) Family Literacy grant program to develop a library-based family literacy program which would:

- increase the number of appropriate books and materials available in the library for adult new readers, their children, and volunteer tutors,
- offer special "read-a-long" programs for parents enrolled at MSLC and their children, and
- provide special tours of the library for parents and tutors.

Both the proposal to Bell Atlantic/ALA and to the Pennsylvania Department of Education were funded. Together, the two projects provide families in Centre County with much-needed family learning opportunities.

Services Provided

The Family Learning Project, a direct parent-indirect child model family literacy program, provides participating Centre County families with instruction related to family learning. Project activities also encourage parents to take a proactive role in their children's education and to explore cultural differences. Tutors are trained to use the functional context approach to instruction during the tutor training

workshop. They then use the parents' individualized education plans and this approach to develop lessons integrating basic skills instruction with relevant family learning information. Tutors also work with parents to develop role modeling and other parenting skills which can be implemented at home.

Project staff has worked with Schlow Memorial Library staff to expand the activities available to families participating in the Family Learning Project. Schlow Memorial Library received a Bell/American Library Association Family Literacy Grant which enabled the library to purchase materials, provide special family read-along activities, provide guided library tours, and develop and distribute publicity materials. These activities are discussed under the Plan of Operation.

Project Time Frame

The Family Learning Project was funded during the Fiscal Year 1990 - 1991. The project began in mid-August, 1990 -- later than the expected July 1, 1990 start date -- and concluded on June 30, 1991. During the abbreviated first quarter, project staff and representatives from Schlow Memorial Library met to discuss project development. The project director began development of the curriculum outline, the sample instructional activities, selected family learning activities, and program evaluation materials. Mid-State Literacy Council staff planned and initiated publicity and tutor and family recruitment activities.

During the second quarter (October - December), the project director completed development of the curriculum outline and developed the tutor training workshop. Mid-State Literacy Council continued to recruit tutors and families for the Family Learning Project. Project staff

conducted the first training workshop and began formative program evaluation. Following the workshop, Mid-State Literacy staff matched parents with the trained tutors.

During the third quarter (January - March) the project director developed and conducted the first tutor inservice. Based on feedback from the formative evaluation of the first workshop and inservice, project staff revised the tutor training workshop. Schlow Memorial Library conducted the first small group meeting with parents. Formative evaluation, publicity, recruitment, and placement activities continued throughout the project. Project staff presented project information at the Pennsylvania Association for Adult and Continuing Education Mid-Winter Conference.

In the fourth quarter (April - June), project staff conducted the second tutor training workshop. The project director finalized the curriculum outline and the tutor training workshop and completed evaluation of the program. Project staff also conducted a family literacy workshop for literacy providers and librarians in the Centre region.

Key Personnel

The project team was composed of staff members from The Institute for the Study of Adult Literacy and Mid-State Literacy Council. The Institute for the Study of Adult Literacy is a research organization based in the College of Education of The Pennsylvania State University. The Institute conducts research and development activities and provides a variety of consulting and evaluation services. Mid-State Literacy Council is located in State College (PA) and provides private tutoring for adults reading at or below the fifth grade level. Tutoring for adults needing

English as a Second Language instruction is also provided The Council serves residents of Centre and Clearfield Counties.

Dr. Askov, Director of the Institute, was responsible for overall program administration. Barbara Van Horn, Project Director, was responsible for program development and evaluation. Mary Ann Jasper, Graduate Assistant at the Institute, assisted in curriculum development, program evaluation, and development of instructional materials. Ms. Jasper was also responsible for assisting with tutor training. Valerie Ovaert, as Field Coordinator for the Mid-State Literacy Council, and later as Project Assistant at the Institute, also assisted Ms. Van Horn in curriculum development, program evaluation, and development of instructional materials, and tutor training. Additionally, Ms. Ovaert coordinated initial student and tutor recruitment, program publicity, and public relations for the Mid-State Literacy Council. Gaie Wilt, Field Coordinator for the Mid-State Literacy Council, assisted in developing instructional materials and conducting tutor training. She also coordinated tutor and family recruitment and collection of pre- and posttest evaluation data.

Project staff consulted with Betsy Allen and Anita Deitz from Schlow Memorial Library, Monica Kindig and volunteer tutors from Mid-State Literacy Council, and Margaret Welliver from State College Area School District concerning project development and evaluation.

Audience

The Family Learning Project was designed specifically to fit the needs of Mid-State literacy Council and its clients. This program, however, can be implemented across a variety of programs to achieve

diverse program and individual family needs. The project is not dependent on workbooks or other costly materials and uses a variety of materials, most of which are free from the public library, local school district, and social service agencies. As a result, the model can be implemented at a reasonable cost. The curriculum also can be used to instruct parents with a wide range of reading levels and with children of any age.

Although developed for use by the Mid-State Literacy Council, the program can be implemented by any literacy provider using readily available and inexpensive resources. The strength of this project is its flexibility. It can be used to strengthen existing family literacy programs or it can be used by even the smallest providers to implement a successful family literacy program.

Addresses

Permanent copies of the final report and tutor training materials can be borrowed from:

Division of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and from the Department of Education's adult education resource clearinghouse:

AdvancE
Pennsylvania Department of Education
PDE Resource Center - 11th Floor
Harrisburg, PA 17126-0333

Statement of the Problem

Local demographic data reveal that the Centre County area is struggling with a number of important issues with respect to its population. The problems in this geographic area are unusual in two ways: State College is a small metropolitan community in an otherwise rural county; and, Penn State University attracts a growing number of foreign students/faculty and their families -- many of whom have limited English proficiency (LEP). These demographic changes in the Centre County region present problems in the community, including functional illiteracy.

Local adult basic and literacy education (ABLE) providers are concerned with the existence of a substantial educationally disadvantaged population. The Committee for Economic Development estimates that approximately 30% of the nation's school population is educationally disadvantaged. Census data for the Centre region also reveal that 14,540 or 15.9% of the county's adults 16 years of age and older did not graduate from high school. Although general levels of functional literacy are difficult to assess, based on evidence from the Adult Performance Level study of 1979, it can be estimated that 27,234 of the area's adult residents (30%) are functionally illiterate. A second concern of literacy/ABE providers in the region is the growing number of foreign families in the area who need English as a Second Language (ESL) instruction. These needs have not been adequately met through existing services; many of these adults are on waiting lists for literacy assistance.

In 1989-1990 none of the existing local literacy programs provided a family literacy setting. Based on the local needs assessment, the project

staff proposed to develop and implement a model Family Learning Project based on functional context education to encourage families to engage in family learning activities while improving their literacy skills.

Program Purpose/Goal and Objectives

The goal of this project was to develop and evaluate a model community-based family literacy program using a direct parent - indirect child model (Nickse, 1989) and the functional context approach to instruction (Sticht, 1987). The program is designed to break the intergenerational cycle of illiteracy by both raising participating parents' reading skills and by instructing parents on how to create and maintain a home environment which fosters learning.

Proposed objectives included:

1) development of a curriculum outline for a direct parent-indirect child instructional model;
2) development of a family literacy training workshop;
3) recruitment and training of 15 volunteer tutors;
4) recruitment and placement of 15 families;
5) implementation and evaluation of the model program; and
6) dissemination of project findings.

The following sections describe, in detail, the procedures followed in achieving each of the objectives.

Plan of Operation: Procedures

Development of a Curriculum Outline

Project staff began development of a curriculum outline, including the development of sample instructional activities based on materials

provided by the school district or social service agencies and the design of family learning activities. The curriculum outline was based on two concepts: 1) a direct parent-indirect child model and 2) functional context instruction.

The source of funding for the project determined the use of the direct parent-indirect child model. Since the use of Adult Education funds can be used only for instruction of adults, the curriculum outline focuses on a direct parent- indirect child model. In this model, parents participate in a program designed to improve their basic literacy skills while providing them with relevant family learning information and training. It is assumed that the parents' involvement in the instructional program will have a positive impact on their children's attitudes towards education and, potentially, a positive effect on the children's future success in school.

The functional context approach to instruction is effective in improving adults' literacy skills as well as their knowledge of the selected subject matter. In this approach, instruction in literacy skills in embedded in relevant content -- in this case, family learning information and materials. Parents are encouraged to express their personal needs and interests related to family literacy. Instructional materials are then chosen to reflect these needs and interests. Tutors develop literacy skills lessons based on the materials. Parents feel a sense of control over the choice of materials and the instruction which, in turn, provides strong motivation to persist in the program.

The project director researched existing family literacy programs to determine potential parental goals for inclusion in the outline. This research revealed several concepts common to family literacy programs,

including parents' active involvement in their children's education, parents' modeling of literate behaviors for their children, parents' positive interactions with their children, and a positive attitude towards education. These concepts were used as a basis for the family literacy project's goals (see Appendix 1 for curriculum goals). One additional goal concerning cultural differences was included due to the nature of the target audience which included both indigent Centre County families and non-English speaking families from the University community. Project staff identified key concepts within each general goal to provide the basis for developing specific learning objectives (see Appendix 1 for a listing of objectives for each goal). Parents were not expected to complete all program goals or objectives to successfully complete the program; trained family literacy tutors worked with parents to select relevant program goals and objectives based on the parents' basic skills needs, parenting/family learning needs and interests, and the ages of their children. It was felt that this flexibility would contribute to the participants' feelings of ownership and control over their instruction and would positively affect persistence and success in the program.

The curriculum outline and the sample instructional materials and activities for the Family Literacy Program were developed over an eight month period and introduced during the first tutor training workshop in November, 1990. The curriculum outline and sample activities were modified based on tutor, parent, and staff comments and reintroduced at a follow-up workshop in February, 1991. Tutor, parent, and staff observer comments again were used to further refine the program. The final product was completed and used during the second tutor training workshop in April, 1991. No significant problems were encountered

during the development of the curriculum outline and sample activities. Open communication between the staff at the Institute and at Mid-State Literacy Council assured that the curriculum met both the needs and interests of each organization and that the project was achieving its objective.

Development of a Tutor Training Workshop

Tutor training for the Family Literacy Program was based on adult learning theory and principles of behavior modeling. The training emphasizes shared responsibility between the individual or group and the trainer. The group participates by brainstorming, discussion, and sharing relevant experiences while the trainer coordinates the workshop and facilitates learning. Tutor training used group brainstorming, discussion, modeling, and role playing to create an adult learning environment and encourage participation in the workshop and retention in the program. Team instruction and varied training approaches were used to reinforce learning and increase and maintain participant interest. Background readings on adult and family literacy provided tutors with information prior to the workshop.

The goal of the workshop was to provide tutors with skills which would enable them to assist parents with: 1) improving their basic literacy skills while reading relevant family learning materials and 2) creating a positive family learning environment at home. Project staff identified concepts essential in training family literacy tutors. Based on these concepts, the staff developed a list of training objectives for the tutors (see Appendix 2). The training outline was developed based on these objectives (see Appendix 3). Tutor training for the Family Literacy

Program was learner focused; instructors were role models and facilitators, encouraging and fostering group interactions. The training used a functional context approach by presenting requisite tutoring skills within the context of specific tutoring situations. Tutors practiced techniques using sample student profiles (see Appendix 4) to develop basic skills lessons and parenting activities. This approach, in effect, taught the concepts of functional context instruction by modeling the use of the approach in a relevant context.

Training segments were sequenced to introduce, build, and reinforce skills progressively. Day 1 included an overview of family literacy, discussion of adults as learners, a discovery activity on defining reading, discussion of characteristics of expert readers, and discussion of parents as teachers to give participants a general background on the issues involved in adult literacy. This presentation led to a discussion of child development and emergent literacy to give tutors an introduction to family literacy tutoring. Day 2 began with a brief review of the topics covered the previous day and how they fit into the second session. Trainers then presented an overview and discussion of functional context instruction. The majority of the second day of training was dedicated to practice in the use the various instructional strategies within the functional context of family learning.

Trainers introduced a variety of instructional methods, including mapping, directed reading activities (DRA), assisted reading, language experience approach (LEA), word analysis and questioning techniques, and the process approach to writing. Tutors then practiced the use of these techniques by developing lessons for the sample students. They also worked in pairs and used role modeling to practice instruction. By

training the tutors to use these methods to develop lessons based on a variety of materials, the tutors are not dependent on commercial workbooks and lessons -- they are required to work creatively with the parents to design relevant and flexible instruction.

The training stressed behavior modeling and small group role play exercises based upon real life scenarios as a framework for practicing the instructional methods. Trainers provided the tutors with a hypothetical adult learner, "Jessy" (Appendix 4); her student profile included background data, assessment results, and IEP. Prior to the trainer-led modeling exercises, tutors were asked to familiarize themselves with Jessy so that they would have a point of reference for all modeling activities. They also were given a second hypothetical student profile, "Lynn" (Appendix 5), who was used to expose participants to a wider array of possible student characteristics, needs, and goals. Profiles were developed based upon a combination of actual students enrolled with Mid-State Literacy Council for participation in the family literacy program. Tutors used the second student, Lynn, to develop and practice the delivery of literacy skill lessons designed by the tutors.

Family literacy tutors participated in eight hours of training over a two-day period. Tutors completed their training with a one-hour guided tour of the public library; they signed up for one of four small group tours conducted during the two weeks following the initial training workshop. The Family Literacy Program tutor training workshop was developed over a six month period. It was field tested in November, 1990 and revised based on feedback from both trainers and tutors. Revisions were presented at a follow-up tutor inservice meeting in February, 1991; feedback from this meeting were incorporated into the workshop design.

The revised workshop was used during the second training workshop in April, 1991.

Tutor Recruitment and Training

Tutor recruiting began in the first quarter and continued throughout the project. Recruitment efforts began with the distribution of posters, flyers, and fact sheets on the program (see Appendix 6). These materials were developed by Schlow Memorial Library and Mid-State Literacy Council with funding from Bell Atlantic/American Library Association Family Literacy Grant.

After a month of general program publicity, project staff contacted and sent information packages to local churches (see Appendix 7 for a sample letter to churches). Each church was asked to print information on the program in its bulletin; bulletin announcements were to address both potential families and tutors. Local media, including newspapers, television, and radio, ran public service announcements (PSAs) soliciting volunteer participation in the program (See Appendix 8 for a sample PSA). As a result of the publicity campaign, the Family Learning Project recruited and trained thirteen tutors in the first workshop and ten tutors in the second workshop.

Twenty-three volunteers were trained as family literacy tutors during the project. Thirteen are currently matched with parents, four are waiting to be matched with students, and six are no longer available to tutor. Twenty tutors are women and three are men; ages range from twenty-one to seventy-three. Most of the tutors live in State College; they represent a variety of occupations including students, retirees, educators, chemists, engineers, musicians, artists, and homemakers.

While all of the methods employed for tutor recruitment were successful, announcements run in the local newspapers prior to the training workshops were most effective. The greatest difficulties in tutor recruitment were scheduling conflicts -- many interested volunteers were unable to attend the workshops as scheduled. Other problems arose due to the time lag between training tutors and matching them with families -- some tutors became frustrated with the delays and requested a tutoring assignment in a different program or lost all interest in tutoring. Delays in project funding resulted in delays in recruiting; these delays had a negative effect on the initial success of the project by not allowing a realistic time period for building recruitment networks for the new program. Since Mid-State Literacy Council will continue to offer this program, the effects of delayed recruitment, however, will be negligible in the future.

Family Recruitment and Placement

Originally, the project's target population consisted of two groups. The first included educationally disadvantaged adults and their families living, primarily, in rural areas. The second population included international families with limited English proficiency (LEP) residing in the State College area. Project staff found, however, that the literacy needs of this particular LEP population were incompatible with those of the rural educationally disadvantaged families. The LEP families, in general, were interested in building English language skills, however, they were already providing strong learning-centered home environments. These families were referred to Mid-State's existing English as a Second Language program.

Student recruitment began late in the first quarter and continued throughout the project. Recruitment efforts began with the distribution of posters, flyers, and fact sheets on the program. As explained in the previous section, local churches were contacted and sent information packages. Each church was asked to print information on the program in its bulletin and to mention the program in pulpit announcements. Information also was distributed to local doctors' offices and social service agencies. Additionally, project staff conducted presentations for local human service organizations, including Head Start, the Child Development Council, State College Area School District Homemaker's Program, the Single Point of Contact (SPOC) Program, Women's Resource Center, and the WIC Program to build referral networks. Finally, local television and radio stations ran PSAs from September, 1990 through March, 1991. While all of the methods employed for student recruitment were successful, the most effective measures were referrals of students currently enrolled in literacy programs and agency referrals.

Fourteen rural families are currently enrolled in the program. Thirteen parents are matched with family literacy tutors. One parent will enroll in the fall (1991) when her current literacy tutor is trained as a family literacy tutor. Of the fourteen participating parents, ten are women and four are men. Seven are married and seven are either single or separated from their spouses. Four have children in foster care and one is a caretaker. Only four families live in State College; the other ten families live in outlying communities. Participant ages range from twenty-one to thirty-nine. Parents' primary interests in enrolling in the program are: reading to their children, fostering a learning environment at home, providing children with opportunities the parents never had, and helping

children to succeed in school and life Secondary goals for program participation include parents' desire to improve personal reading skills, become a better role model for their children, attain employment to provide for the child's material needs, and read for pleasure.

Student recruitment was the most difficult objective to meet. This was largely due to the need for building referral networks for the new program. Additional hindering factors included childcare, transportation, and project location. Project staff found that the majority of families interested in and qualified to receive family literacy training lived in State College's outlying rural areas and lacked transportation into State College. Despite these difficulties, the project met its recruitment target. Sixteen students were enrolled and matched with tutors. At the end of the project period, the program had retained 93% of its recruitment goal as active participants.

Parents recruited to the Family Literacy Program met with Mid-State Literacy Council staff for assessment and placement. The Bader Individual Reading Inventory (IRI) was used to obtain an approximate grade level reading score. In addition, parents completed a structured interview concerning family literacy interests and needs (see Appendix 9 for the interview format). Mid-State staff worked with the parents to develop individual educational plans (IEP) based on assessment results and information from the interview. Reassessments were conducted after 20 hours of instruction; results of the assessments can be found in Project Evaluation.

Implementation and Evaluation of the Model Program

Tutors use the curriculum outline and suggestions for instructional activities and materials outlined in the Family Literacy Program tutor's manual and the parents' IEPs to develop family literacy lessons. Instruction is individualized by providing materials appropriate to each parent's personal interests and goals, parenting concerns, and children's ages. The curriculum outline, therefore, provides a framework around which the tutor and parent developed instruction.

The first part of each lesson is designed to address a basic literacy skill objective from the parent's IEP. The second part of the lesson focuses on a relevant parent/child activity. Suggestions for activities are included in the tutor's manual; however, parents are encouraged to suggest alternative activities to meet their specific needs (see Sample Lesson Sequence below for an example). Basic skills are taught within the context of family literacy and parenting activities. Tutors use modeling and role play to introduce parents to family learning strategies.

Sample Lesson Sequence

The following sequence will take several weeks to complete.

"Kay" has a ten-year-old son who is in foster care; she sees him only once each month. Kay is interested in improving communication with her son, so Kay and her tutor plan a visit to the library (builds skill in using community resources). With assistance from the tutor, Kay locates a book on communicating with children (builds skill in using reference/informational materials). The tutor uses a modified language experience approach to generate materials for instruction: 1) the tutor suggests reading sections of the book to Kay, so she can learn some communication strategies; 2) she reads sections of the book to Kay and discusses the information with Kay; 3) she asks Kay to tell her what strategies might be helpful in communicating with her son; 4) the tutor records the information Kay dictates; 5) the tutor develops several basic skills lessons based on Kay's dictation (functional context instruction -- embedding basic skills instruction in relevant content).

The second part of the lesson provides the parent with ideas for fostering a positive learning environment in the home. Kay's son, however, does not live at home. In Kay's situation, practicing new communication strategies is expected to foster a more positive relationship with her son. Kay and her tutor use modeling and role play activities to practice possible communication techniques. The tutor asks Kay to try one of these strategies with her son. After Kay sees her son, she and the tutor discuss whether or not the technique was successful.

Parents meet with their tutors at Schlow Memorial Library (State College, PA) for two hours twice a month or one hour weekly. Tutoring pairs have the option of meeting more frequently if interested. Originally the model called for a weekly two hour meeting. Project staff found, however, that the parent's employment, family responsibilities, childcare, and transportation concerns combined with parent/tutor scheduling conflicts made this time requirement a disincentive to program participation. The time requirement was changed to address these

problems. Additionally, project staff worked with local community service organizations to arrange childcare when necessary.

In addition to the individual meetings, five small group meetings were planned. Two of the meetings were held to enable parents to build parent support networks and explore issues related to family learning. Both meetings were held at Schlow Memorial Library. One meeting introduced parents and discussed issues in parenting. The second meeting was a read-aloud program to model read-aloud strategies and give parents practice in using wordless picture books. Unfortunately, attendance at the initial two meeting was poor, and the remaining three meetings were cancelled. Semi-private sessions (with one to two families) on parent-child reading activities were offered to replace the three cancelled meetings. The children's librarian will conduct these sessions beginning in July, 1991.

The major barrier to the success of the small group activities was the limited number of participants enrolled. The program had only eight participants at the time the small group meetings were scheduled. Scheduling conflicts prevented participants from meeting as a small group for activities. A student base of approximately thirty families would better facilitate small group activities. Small group activities will be reintroduced as this program continues to expand.

Evaluation of the program is discussed below under Program Evaluation.

Dissemination of Project Findings

Project staff presented information concerning the Family Learning Project at the Pennsylvania Association of Adult and Continuing

Education's Mid-Winter Conference in February, 1991. Staff also conducted a workshop on the Family Learning Project and Bell/American Library Association Family Literacy Grant for literacy providers and librarians in Centre and neighboring counties in April, 1991. Recently, two Even Start Family Literacy projects (supported by the U. S. Department of Education Even Start Family Literacy Program) in which Family Learning Project staff are involved have received funding. The Institute for the Study of Adult Literacy is serving as external evaluators for the Central Intermediate Unit 10 (serving Centre, Clearfield, and Clinton Counties in Pennsylvania) Even Start project. Mid-State Literacy Council is working with this project to provide family literacy staff training based on the Family Learning Project curriculum outline and tutor training workshop. In addition, the McKeesport Area School District has contracted with the Institute for the Study of Adult Literacy to develop a family literacy curriculum and provide family literacy staff development. These projects will further disseminate the Family Learning Project.

Program Evaluation

Evaluation is used to assist in program development and to determine overall program effectiveness. Project staff conducted formative evaluation throughout the project to determine the extent to which objectives were being met. Formative evaluation during program development (curriculum outline and tutor training workshop) included tutor surveys and staff observations. Methodologies used to determine overall program effectiveness included both tutor surveys and reports, parent interview and assessments, and staff surveys.

Program Development

Curriculum development and tutor training

Feedback from project staff and tutors was used to revise the curriculum outline and the training workshop. Data were collected through informal staff discussions and written tutor surveys. The initial group of tutors completed survey forms after the first training workshop and after the inservice. Results of these surveys were used to modify the workshop. The second group of tutors completed a survey after participating in the training workshop (see Appendix 10 for evaluation data from each of the workshops and the inservice). Additionally, two tutors who had attended the first workshop provided feedback on the second workshop. The tutor training workshop was successful based on staff, observer, and tutor evaluations. All participants reported that the information presented was organized, interesting, and easily understood. Most importantly, all reported feeling prepared to be a family literacy tutor. Tutor monthly reports also provided feedback concerning the appropriateness and relevance of the curriculum outline and sample materials.

Tutor and family recruitment and program implementation

The project successfully recruited and trained 23 family literacy tutors; seventeen tutors are still involved in the program. Fourteen families have been recruited and placed with volunteer tutors. The project, therefore, successfully established a tutor and family base to support the family literacy program. Mid-State Literacy Council continues to operate this program; interest in the program is growing.

Program Effectiveness

Project staff collected data on parent basic skills levels from administration of the Bader *Reading and Language Inventory* and on family literacy behaviors from administration of a structured interview. Staff and tutors provided survey data concerning program effectiveness and appropriateness.

The Bader *Reading and Language Inventory* provides a global measure of reading ability. The Bader is an informal reading inventory designed with adult selections. It consists of short passages which the student reads aloud. After each selection, the examiner asks a set of comprehension questions to aid in the evaluation. The test administration can generally be accomplished in about twenty minutes or less and results in a grade level evaluation of the student's reading ability.

Parent Data

Mid-State Literacy Council staff administered the Bader to each participating parent as they were enrolled in the program. At the end of the project period, students with at least 20 hours of participation were re-assessed. Of the 14 students enrolled at the end of the project period, only seven had been in the program long enough to be re-assessed. Although this response group is small, initial results are encouraging. Of the seven parents, six increased a minimum of one reading level during the course of program participation and one participant improved two reading levels.

On entering the program, staff also interviewed parents concerning their family literacy behaviors. Parents with at least 20 hours participation completed the interview a second time to determine changes in their family literacy behaviors. Data were collected on five

individuals. The data show that all participants improved their family literacy behaviors in at least one area. Four parents increased the amount of reading materials available in their homes. Three parents increased the time they spend reading to their children and three other participants expanded their personal reading. One parent started visiting the library regularly and two increased the number of monthly visits to the library. Two parents obtained library cards (the others already had them). Three parents increased their use of parent-child activities, both the amount of time spent and type of activity pursued.

The interviews reflected little improvement in parent involvement in their children's schools. Part of the reason is that two families' children were in foster care, one parent's child was too young to be enrolled in school, one participant was a caregiver rather than a parent, and the fifth parent was already involved in her children's school prior to program participation.

Finally, the interview reflected little change in parents' comfort level with different racial/cultural groups. These parents, however, have had limited exposure to other cultures and races. Since the Family Learning Project was unable to include LEP families, who may have provided some additional exposure to different cultures and races, participating families were not able to expand their knowledge of cultural differences.

Although the numbers are too small to make a definite statement as to the program's overall success, these initial results indicate that the program is achieving its goals. Both participant reading levels and family literacy behaviors have improved over the course of program participation.

Program Data

Tutors were asked to complete surveys concerning the appropriateness and use of the materials and the effectiveness of the materials in improving parents' basic skills and family literacy knowledge (see Appendix 11 for survey form). Project staff completed surveys concerning perceptions of program effectiveness and the level of cooperation among agencies.

Tutors working with families for a minimum of twenty hours were asked to complete surveys; four of the seven tutors responded. All four respondents indicated that their experiences as family literacy tutors had been positive; they found the experience rewarding, positive, and worthwhile. All felt that their assigned parent had benefited from the program through an expanded interest in reading, improvements in basic skills, or improved self-esteem. Each tutor felt that the curriculum outline and materials were easy to use, relevant, and effective. They felt that the strengths of the program included its goals, organization, and instructional approach. Weaknesses of the program included insufficient staff support and follow-up.

Project staff were surveyed concerning their perceptions of the strengths and weaknesses of the project. Strengths included the use of the functional context approach to instruction which encouraged the use of more diverse materials for instruction and the improved level of cooperation between local agencies to develop and establish community-wide literacy efforts. Weaknesses include insufficient amount of time to develop and establish the program, problems with scheduling, and need for a full-time coordinator to maintain the program.

Project staff also discussed the Family Learning Project with literacy providers and librarians who attended a family literacy workshop in April, 1991. Participants felt that the program was applicable to their existing or planned family literacy efforts.

Conclusions and Recommendations

Viewed within the context of its specific goals and objectives, the Family Learning Project was successful. The project staff developed a model community-based family literacy program, including a curriculum outline with suggested lessons and materials and a tutor training workshop. Mid-State Literacy Council recruited the targeted number of tutors and families; tutors were trained, and families were matched with tutors. The tutors implemented the model; project staff evaluated the model with feedback from tutors and families who had completed a minimum of contact hours. All surveyed staff and tutors were satisfied with the project's organization, overall purpose, and instructional approach. Parents exhibited improvements in both their basic skills and in their use of family learning strategies.

What recommendations can be made concerning the replication of this model in other sites? Programs interested in adopting or adapting this model should consider several issues, including characteristics of the target population, staff development and support, and interagency collaboration.

Characteristics of the Target Population

Consider the characteristics of the targeted population and make decisions concerning the location of family literacy services, cultural or ethnic backgrounds of the family, and ages of the children in the family.

- The project staff discovered that it was not appropriate to include both university-affiliated LEP families and indigent rural families in the same family literacy program -- their needs and interests were too diverse for the size and scope of the proposed project.
- In addition, project staff had estimated that recruitment of families in the State College area would be sufficient to support the program. In fact, the majority of families interested in the Family Learning Project lived outside of State College. This situation presented transportation problems preventing some families from participating in library-based project activities. To address this problem, the Schlow Library children's librarian adapted the library-based activities by taking materials to outlying communities and by tailoring the activities in the library to the needs of specific families rather than groups. In this way, families with transportation problems received services in their home communities, and families who could reach the library received individualized attention.
- On the other hand, the availability of trained volunteer tutors allowed parents who may not have been able to participate in any family literacy activities to receive family literacy services. Site-based programs must depend on parents to come to the center. Centre County is a predominantly rural area; transportation is a problem, especially for disadvantaged populations. Tutors in this program were able to meet parents at convenient times and locations and could address the specific parenting and literacy needs expressed by the parents.

- Finally, the Family Learning Project included children up to the age of ten. This criteria provided a broader basis for family eligibility. The guideline, however, posed problems in developing appropriate group parent/child activities, since, for example, strategies appropriate for toddlers are not appropriate for older children.

Staff Development and Support

Staff development and support are essential to the success of this model. The program designers did not want tutors to become dependent on one particular method or approach to instruction. The workshop was designed to encourage tutors to use a variety of approaches and to work with their assigned families cooperatively to meet both personal and programmatic goals.

- The Family Learning Project staff developed a comprehensive family literacy training workshop. This workshop was very successful in training tutors to implement the model: the training included extensive practice in the application of functional context instruction and various instructional strategies as well as building a general knowledge of family, adult, and emergent literacy. The tutor training notebook contains all handouts, overheads, and background information given to the tutors. It does not, however, include a trainer's guide. It is recommended, therefore, that organizations interested in the tutor training workshop contact the developers for training.
- Family Learning Project tutors indicated that the initial training was comprehensive, appropriate, and useful. They did suggest, however, that additional support would have been appreciated

since the approach is flexible rather than prescribed. Program administrators should plan several follow-up inservice training sessions to share experiences and information. In addition, programs should provide an easily accessible staff person to answer tutors questions concerning lesson development and instructional strategies.

Interagency Cooperation

Finally, organizations should consider the role of interagency cooperation when replicating this model. The Family Learning Project was strengthened by the partnership between higher education and the local literacy council. This partnership was strengthened through cooperation with the local public library. More important, however, than the initial partnerships has been the ongoing nature of the relationship. Staff from the Institute for the Study of Adult Literacy, Mid-State Literacy Council, and Schlow Memorial Library were able to forge a cooperative relationship that strengthened both the Family Learning Project and Schlow's Bell Atlantic/ALA Family Learning Project.

The Bell/ALA grant, starting in June, 1990, provided the resources which allowed Mid-State Literacy Council to develop and implement recruitment activities to publicize the family literacy program. Since state funding was delayed, the support from the Bell Atlantic/ALA grant gave project staff much needed assistance in recruiting participants for a new program. The cooperative relationship has also resulted in other adult and family literacy efforts, including an adult literacy project (funded by Library Service and Construction Act, Title VI) to expand Mid-State Literacy Council's services to outlying communities and a family literacy program (funded by the U. S. Department of Education, Even Start

Program) in which Mid-State Literacy Council will provide Family Learning Project staff training and the Institute will provide evaluation for the Central Intermediate Unit.

Programs replicating this project may wish to include a variety of community resources in its collaborative efforts in addition to a local literacy council, public library, and higher education organization. Other possible collaborators are community-based groups (e.g. the Urban League), public welfare and labor training programs, community colleges, and school districts. It is essential that programs examine their communities to determine the current availability of services and existing networks that serve disadvantaged families. A family literacy program can improve its changes of success by aligning itself to existing services and networks rather than by operating in isolation.

Further Questions

The development of this model program raised two questions which have implications for family literacy programs in the Commonwealth of Pennsylvania:

• *Does this model have a significant impact on program participants?*

This project's greatest impact, perhaps, has been the increased level of cooperation among the involved organizations. It did create a working relationship among the library, literacy council, and Institute that has allowed ongoing consideration of joint projects.

The project's impact on participating families or on volunteer tutors, however, is less clear. Although this project's preliminary data are encouraging, little evidence exists that the model is more or less effective than other family literacy models. This model was developed,

implemented, and evaluated in ten months. This brief project span does not allow sufficient time to determine program's impact on participating families. It is recommended, therefore, that longitudinal studies be supported to determine the impact of various family literacy program models developed with Adult Education funds. This research would provide valuable information concerning family literacy services which, in turn, would impact both policy and staff development.

• *Can the Family Learning Project model be replicated successfully?*

This project developed a tutor training workshop, however, it did not develop a trainer's guide to accompany the tutor notebook. As a result, programs will not be able to duplicate the training workshop without assistance from the project developers. It is recommended that a trainer's guide be developed for the workshop and that the developers provide statewide training in the use of the model.

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Family Learning Project

Program Purpose: To break the intergenerational cycle of illiteracy by expanding families' understanding of the importance of education through family learning activities.

Goals:

1. To improve the parent's basic literacy skills using the functional context approach.
2. To improve the parent's knowledge and use of community educational resources and materials.
3. To increase the parent's knowledge and use of methods and materials to improve their children's basic skills.
4. To improve the quality of parent-child interactions.
5. To increase the parent's involvement in their children's education.
6. To increase the parent's knowledge and understanding of cultural differences.

Curriculum Outline

The following pages contain a list of suggested objectives for each family literacy goal. Based on the student's individualized education plan and family needs, tutors should feel free to add or delete objectives under each goal. All objectives are to be presented within the context of family learning materials, information, and related parenting skills.

Goal 1: To improve the parent's basic literacy skills using the functional context approach.

Objectives

After participating in the Family Learning Project, the parent will:

1. Recognize unfamiliar words encountered in reading family learning materials by using a variety of word analysis methods.
2. Recognize more words by sight when encountered in reading family learning and parenting materials.
3. Correctly pronounce words in oral reading.
4. Comprehend content of family learning-related reading passages at individual's skill level.
5. Use the alphabet and informational resources to locate books in the library and other basic information (i.e. phone numbers).
6. Write letters, lists, and notes for a variety of purposes and audiences.

7. Meet all basic literacy objectives as specified in individualized IEP.

Goal 2: To improve the parent's knowledge and use of community educational resources and materials

Objectives

After participating in the Family Learning Project, the parent will:

1. Understand MSLC services and be familiar with agency facilities and personnel.
2. Explain the importance of parent involvement in their children's school programs.
3. Use the local library to obtain materials to enhance personal literacy development and growth.
4. Take children to the library on a regular basis to borrow materials and participate in special children's programs.
5. Recognize other available community education resources such as the State College Area Community Education program.

Goal 3: To increase the parent's knowledge and use of methods and materials to improve their children's basic skills

Objectives

After participating in the Family Learning Project, the parent will:

1. Discuss parent's role as their children's first teacher.
2. Identify ordinary situations which could become learning experiences for their children.
3. Complete parent-child activities on a regular basis.
4. Model reading or writing for their children for a variety of purposes.
5. Recognize the importance of using enjoyable age-appropriate literacy activities at home.

Goal 4: To improve the quality of parent-child interactions.

Objectives

After participating in the Family Learning Project, the parent will:

1. Discuss information on child development and discuss age-appropriate expectations.

2. Use the library or other resources to search for information on how to deal with challenging behaviors such as bed wetting or eating problems.
3. Read and discuss information on how to communicate with children and reward positive behaviors to build self-esteem.
4. Read and discuss information on how to answer children's questions about issues such as death, drugs, and sexuality.
5. Discuss ways children can participate in family decision making, such as what TV program to watch together.
6. Discuss age-appropriate ways children can begin learning responsibility, such as picking up toys or making a bed.

Goal 5: To increase the parent's involvement in their children's education.

Objectives

After participating in the Family Learning Project, the parent will:

1. Explain the layout of the child's school and locate the child's classroom.
2. Know school's name and list the phone number (or locate the information).
3. State the names of child's teachers and principal.
4. Call the school to request meeting with the child's teacher, if necessary.
5. Attend parent-teacher conferences.
6. Volunteer at school activities.
7. Write absentee/tardy note or complete form correctly.
8. Discuss relevant school district's rules and regulations.
9. Read and understand printed materials sent home with child.
10. Reward child's good grades and complete homework.
11. Explain the importance of parents' involvement with the school.

Goal 6: To increase the parent's knowledge and understanding of cultural differences.

Objectives:

After participating in the Family Learning Project, the parent will:

1. Discuss ideas concerning cultural differences and prejudice.
2. Read books about children from other cultures.
3. Recognize and discuss bias and stereotyping in print materials.
4. Choose unbiased materials for their children.

Family Learning Program
Tutor Training Objectives

After participating in the training workshop, tutors will be able to:

1. state the goals of the Family Learning Program.
2. discuss basic family literacy concepts and issues.
3. define reading as a process of interaction with text and background experiences.
4. state and discuss characteristics of adult learners.
5. discuss characteristics of expert readers.
6. discuss the role of parents as teachers.
7. describe how daily experiences can be used by parents to create learning experiences for their children.
8. discuss various stages of child development and their importance in the development of emergent literacy skills and family learning experiences.
9. discuss the role of tutors in supporting learning and reducing learner anxiety.
10. develop lesson plans and conduct tutoring sessions using functional context instruction.
11. recognize and use questions effectively in the instructional process.
12. use a variety of instructional techniques to develop literacy skills, including mapping, assisted reading, directed reading, language experience approach, process approach to writing, and word analysis techniques.
13. use behavior modeling to assist parents in developing family literacy skills, including reading aloud, cooperative play, and questioning techniques.
14. provide parents with a comprehensive tour of the local library.

Family Learning Program
Tutor Training Agenda

Content	Time
1. Overview of family literacy	45 minutes
2. Adult learners, definitions of reading, characteristics of expert readers	45 minutes
3. Parents as teachers, daily learning opportunities	30 minutes
4. Child development and emergent literacy	30 minutes
5. Overview: Functional context instruction	30 minutes
6. Teaching reading using functional context instruction	300 minutes (5 hours)
7. Library tour	60 minutes

Sample Student Profile: Jessy

Jessy is 19 years old. Her little girl, Jenny, is two and a half. Jessy is expecting a new baby in June. She is seven months pregnant. Jessy is anxious about the birth of her new baby. Jenny was delivered by emergency cesarean section so Jessy has not gone through the delivery stage and is worried about what to expect.

Jessy told the staff at the Mid State Literacy Council she would like to learn to read so that she can read bedtime stories to Jenny when she has a hard time falling asleep. She also said she wants to be able to read the magazines and pamphlets her doctor gives her about prenatal care and child birth.

Jessy is a caring person. She likes to hear stories about other people's lives. She says it makes her feel stronger to hear that other people are struggling too.

Instructional Objectives:

Family Literacy Objectives:

1. Jessy will use her library card.
2. Jessy will learn the layout, services and hours of the library.
3. Jessy will explain the importance of reading to her child.
4. Jessy will read to Jenny at home.
5. Jessy will take Jenny to the children's library.
6. Jessy will talk with her child everyday.
7. Jessy will use daily activities as learning experiences for Jenny.

* Basic Skill Objectives:

1. Jessy will learn to use the alphabet to help her locate telephone numbers in the phone book, find books in the library and words in the dictionary.
2. Jessy will recognize the first 100 words in the Fry Word list as she reads them in context.
3. Jessy will recognize and correctly pronounce the consonant blends cr and cl in her oral reading.
4. Jessy will be able to pronounce the vowel digraphs oo, oy, and ow during oral reading.
5. Jessy will correctly pronounce the unvoiced gh sound, such as in the word though, during oral reading.

* Lessons are to be developed using appropriate and relevant family learning materials; these basic skills objectives should be integrated into these lessons.

Sample Student Profile: Lynn

Lynn, 26, is a single parent. Her daughter Julie is 4 years old and her son, Timmy is two. Lynn recently enrolled in a local family literacy program. She has said she wants to become a better reader so that she can begin reading books to her children. Julie will be starting kindergarten next year. Lynn is worried that Julie does not talk much, she thinks it will be hard for her to make friends at school

Lynn's mother and sister recently moved to Wisconsin with her new step-father. Lynn misses them and reports feeling lonely. Lynn is unemployed but would like to get a job working as a cashier at Hills. She has a friend who works at Hills who told her about the GAT-BY test. Hills requires all their employees to take the test but Lynn is afraid she will not be able to pass the test.

In addition to wanting to read so that she can read books to Julie and Timmy, Lynn also mentioned she has difficulty reading prescription labels and instructions on over-the-counter medication. She also thinks she might be eligible for WIC but she doesn't understand the information her caseworker gave her and was embarrassed to tell her so. If Lynn is eligible for WIC she can get food vouchers and recipes to make healthy meals and snacks from the foods she can purchase with the vouchers.

Instructional Objectives:

Family Literacy objectives:

1. Lynn will use her library card regularly.
2. Lynn will learn the layout, services, rules and hours of the library.
3. Lynn will take her children to the library.
4. Lynn will use her daily living experiences as a learning experience.
5. Lynn will read 20 picture books to her children.

* Basic Skills objectives:

1. Lynn will pronounce the long vowel sounds of *a*, *e* and *i* during oral reading.
2. Lynn will pronounce the digraphs oo, oy, and au to aid in fluency during oral reading.
3. Lynn will recognize and pronounce the suffixes tion and ive during oral reading.
4. Lynn will increase her sight word vocabulary to improve her reading fluency.
5. Lynn will read instructions for over-the-counter medications she uses in her home in order to become skilled at reading dosages, times to take medications and warnings.
6. Lynn will write letters to her family in Wisconsin.

* Lessons are to be developed using appropriate and relevant family learning materials; these basic skills objectives should be integrated into these lessons.

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YOU DO NOT NEED TO BE ABLE TO READ

MID-STATE LITERACY COUNCIL AND SCHLOW MEMORIAL LIBRARY
SPONSORED IN PART BY FAMILY LITERACY BELL ATLANTIC/ALA PROJECT

Join Us ...

Be a Part of Our Family Literacy Program

With their tutors, our families
read together
learn together
go to the library

Give your kids a head start
Call **238-1809**
Ask for Valerie
Your kids will thank you

Mid-State Literacy Council
and
Schlow Memorial Library

sponsored wholly by

FAMILY LITERACY
BELL ATLANTIC-ALA
PROJECT

Be a Part of Our Family Literacy Program

Who

- Participating Centre County parents who have children 8 years old or younger
- Their volunteer tutors

What

- Parent and child get a library card
- Parent tour of library
- Wordless books and story telling
- Talking & singing to your child
- Questions, making predictions and LEA
- Drawing pictures and scissor skills
- Reading out loud
- Planning reading activites
- Pre and post questionnaires

Where

- Schlow Library
- MSLC

When

- At least 2 times a month plus library read-a-longs, an orientation workshop and a workshop on participation in your child's schooling

Why

- To work towards breaking the illiteracy cycle in Centre County by encouraging families to read together

How

- Hardwork, Respect, Empathy, Reciprocity

Mid-State Literacy Council and Schlow Memorial Library

Sponsored wholly by Family Literacy
Bell Atlantic/ALA Project

Mid-State Literacy Council
117 E. Beaver Ave., State College, PA 16801 (814) 238-1809

(Date)

(Church Name)
(Contact Person)
(Address)

Dear (Contact Person)

Thank you for agreeing to help us to publicize our new Family Literacy Project through your church family.

Scheduled to begin in early November, the program will offer private tutoring sessions for adult non-readers who would like to help their children become successful learners. There will be no charge for the lessons.

For your information and for display or distribution, I have enclosed a number of flyers and fact sheets. Also included is a short write-up which you may wish to use as is or amend for Sunday announcements, bulletins or newsletters. We would hope to have target families and tutors in place by the third week in October so we would appreciate as much exposure as you can fit into your schedule before that time.

We really appreciate your cooperation and interest in our program. If you have any questions or comments, please feel free to call us.

Sincerely,

Regina McAlister

Vista Volunteer

August 28, 1990

(Radio Name)
(Contact Person)
(Address)

Dear Contact Person:

WE WOULD APPRECIATE IT IF YOU WOULD BROADCAST THE FOLLOWING PSA ON THE AIR TO HELP US RECRUIT STUDENTS FOR OUR NEW FAMILY LITERACY PROGRAM. PLEASE BROADCAST AS MANY TIMES AS POSSIBLE DURING THE MONTHS OF SEPTEMBER AND OCTOBER.

> The Mid-State Literacy Council offers private tutoring sessions for adult non-readers who would like to help their children become successful learners. Each parent meets with his or her personal tutor to develop a home reading program. There is no charge for the lessons.
>
> As a parent, you play an important role in your child's future learning success. If you want to take an active role in improving your child's future, sign up for our new Family Literacy Program. You do not need to know how to read to help your child. Call today. Call Valerie at 238-1809.

Thank you!

Sincerely,

Valerie Ovaert
Field Coordinator

Student:
Tutor:
Date:

FAMILY LITERACY INTERVIEW

1. Here is a list of reading materials. Which ones do you have at home?

Newspaper	N	Y	E	O	
Dictionary	N	Y	E	O	
Magazines	N	Y	E	O	E=English
Children's Books	N	Y	E	O	O=Other
Adult Books	N	Y	E	O	
Encyclopedias	N	Y	E	O	

2. How much time do you spend looking at these each day?

0 15 min. 30 min. 1 hour 2 hours or more

3. How much time do you spend looking at books or magazines with your children each day?

0 10 min. 20 min. 30 min. 30 min. or more

4. Do you ever go to the library? Yes No

5. How often? (monthly)

1 2 3 4 5 or more

6. Do you have a library card of your own? Yes No

7. What kinds of materials do you take out?

_____ magazines
_____ books
_____ movies
_____ tape books
_____ records

8. Do you every take your child to storytime at the library?

Frequently Sometimes Never

9. Here is a list of activities that parents can do with their children. Which ones do you do at home and how much time do you spend doing them each day?

Amount of time:

_____ Playing

_____ Singing

_____ Looking at Books

_____ Telling Stories

_____ Drawing and Writing

_____ Having your child read to you

10. When you take your child to the grocery store, on walks, to the post office, etc., do you talk about the things you see?

Frequently Sometimes Never Don't take them

11. What school does your child attend?

12. Have you ever visited your children's school? Yes No

13. Have you ever talked with your children's teacher or principal about a question or problem?

Yes No

14. How comfortable do you feel about talking with people at your child's school?

1) I avoid it.
2) I feel uncomfortable but will do it if I have to.
3) I feel ok about it.
4) Very comfortable.

15. Do you ever go to parents meetings or other school activities?

Frequently Sometimes Never

16. How comfortable do you feel talking to people of a different race or cultural background?
    1) I avoid it
    2) I feel uncomfortable but will do it if I have to
    3) I feel ok about it
    4) Very comfortable

17. I want to improve my reading so I can...

18 I want my child to read because...

19. What do you hope this program can do for you?

N= 14

MSLC TUTOR TRAINING EVALUATION FORM

Did the trainer...	YES	NO	Un-sure	No Re-spo nse
•present the information in an organized way?	14			
•appear knowledgeable of the topics presented?	14			
•explain the material so that you could easily understand it?	14			
•answer questions so that your concerns were addressed?	14			
•make the presentation interesting to you?	13	1		
•make good use of visual aids?	13	1		
•make good use of handouts?	14			
•encourage your participation in the seminar?	14			
•give you enough time to ask questions?	14			
Do you...				
•feel you know more about illiteracy than you did before the seminar?	14			
•understand the different materials and methods that you can use to help teach an adult to read?	14			
•think you have been well prepared to be a reading tutor?	13			1
Were the accommodations...				
•adequate?	12		1	1
•comfortable?	7	3	3	1
•conducive to learning?	9	1	3	1

* Comment numbers correspond to training participants.

1. Comfortable the second meeting.
1. More conducive to learning when students could face each other.
1. If the trainer did not know the answer to a question, she inquired about the question to someone else and then brought information to the next meeting.

N= 14

MSLC Trining Comments Cont.

1. The material seems to be thorough, however, I feel "practice will make perfect," I hope. I feel a bit nervous about starting.
2. Tutor was excellent. Maybe more time could be given.
3. Obviously, the hot room was not comfortable...but we survived!
3. I think the training was wonderful and Andrea is certainly a capable, intelligent, easy-going person to work with.
4. I didn't think two nights would be enough training for me to feel comfortable teaching someone-but after the sessions I feel capable and very excited.
5. This evaluation form doesn't allow for "grey areas"-something between "yes" and "no".
5. I thought the early session moved too slowly, and I'm not convinced that pretending to be illiterate is the best way to earn the techniques for teaching.
6. 1st night - the room was too warm
6. 2nd night - fine.

N=15

FAMILY LITERACY TRAINING EVALUATION FORM

Did the trainers...	YES	NO	Unsure	No Response
•present the information in an organized way?	9	2	4	
•appear knowledgeable of the topics presented?	14		1	
•explain the material so that you could easily understand it?	11	2	2	
•answer questions so that your concerns were addressed?	13	2		
•make the presentation interesting to you?	10	2	3	
•make good use of visual aids?	13		1	1
•make good use of handouts?	12		1	2
•encourage your participation in the seminar?	11	3		1
•give you enough time to ask questions?	13			2
Do you...				
•feel you know more about family literacy than you did before the seminar?	14	1		
•understand how to use the materials and methods presented to help families improve their reading skills?	13	1	1	
•think you can integrate the ideas and activities on family literacy with the basic literacy training you received?	14	1		
•think you have been well prepared to be a family literacy tutor?	10	5		
Were the accommodations...				
•adequate?	12	2	1	
•comfortable?	12	3		
•conducive to learning?	12	2	1	

* Comment numbers correspond to training participants.
1. Chairs were wicked.
2. Not enough time to practice tutoring techniques and not enough time for team doing timed writing to be both student and tutor.

N=15

Family Literacy Comments Cont.

3. This is the first time the program was taught and I think this is the reason there were some problems in the presentation. It was not as organized as it could be. Some topics were not covered as much as I would have liked. I also did not have a sense of moving through the material in an organized fashion which made me lose track of where it would fit into the lesson I would make up. Over all though I think the program was very good.
4. I would have liked more time spent on lesson planning, less time spent on what was already provided for us and we could easily read.
5. It's not designed to have interaction.
5. When spending all day in chairs, the chairs should be softer.
5. Often the trainer belabored the point to the degree of boredom. I would suggest that this could be eliminated by encouraging students to present their ideas.
7. I do not think that timed-reading activities are useful. Words are out of content. Students only learn to call words not to understand the meaning.
9. Information in the notebooks is very helpful. The training seems well organized.
10. Slightly unorganized, but understandable since it's a new program.
13. More time is needed.
14. Lots of information. Sometimes the forest was lost in the trees.

N=10

LIBRARY TUTOR TRAINING EVALUATION

Did the trainer...	YES	NO	Un-sure	No Re-spo nse
•present the information in an organized way?	10			
•allow adequate time for questions?	10			
•prepare you to use the library as a family literacy tutor?	9			1
Do you...				
•know how to apply for a library card?	10			
•understand the general lay-out of the library?	10			
•know where the adult literacy materials are located and how they are organized?	10			
•know where the children's books are and how they are organized?	10			
•feel prepared to give a tour of the library and help you family find the materials they need?	8		2	
•know what space is available for you to work with your student in the library?	10			
•know how to use the library catalog?	8		2	
•know who to ask if you have any questions?	10			

* Comment numbers correspond to training participants.

1. Am so glad you are so nice for I need to come in for more help.
2. I'm very excited. I feel like I'm rediscovering the library.

N=9

Family Literacy Inservice #1

Did the trainer...	YES	NO
•present the information in an organized way?	9	
•appear knowledgeable of the topics presented?	9	
•explain the material so that you could easily understand it?	9	
•answer questions so that your concerns were addressed?	9	
•make the presentation interesting to you?	9	
•make good use of visual aids?	8	1
•make good use of handouts?	9	
•encourage your participation in the seminar?	9	
•give you enough time to ask questions?	8	1
Do you...		
•feel you understand how to teach basic skills using the functional context approach?	9	
•understand why it is important to use the functional context approach?	9	
•understand how to use the new lesson plan form?	9	
•do you feel the revised goals are clearly stated?	9	
•feel the additional information and materials provided at this inservice will be of use to you?	9	
Were the accommodations...		
•adequate?	9	
•comfortable?	9	
•conducive to learning?	9	

* Comment numbers correspond to training participants.

1. Well organized and thought out material.
1. Tutors sympathetic and supportive to students needs.
2. It was good to share our experiences that we are having with our students.
3. I was very excited about this program and can't wait to get my student.
4. I like the new lesson forms.
5. Very enjoyable and interesting!
6. The workshop should have been scheduled for a longer period of time. There was not enough time to cover everything.

Family Literacy Training 2
April 4, 1991
Evaluation

Did the trainer...	YES	NO
•present the information in an organized way?	10	
•appear knowledgeable of the topics presented?	10	
•explain the material so that you could easily understand it?	10	
•answer questions so that your concerns were addressed?	10	
•make the presentation interesting to you?	10	
•make good use of visual aids?	10	
•make good use of handouts?	10	
•encourage your participation in the seminar?	10	
•give you enough time to ask questions?	10	
Do you...		
• understand the goals of the Family Literacy Program?	10	
• understand the intergenerational effects of ~~ill~~literacy?	10	
• understand reading as a process?	10	
• know some of the characteristics of adult learners?	10	
• know how parents can provide their children with opportunities for learning?	10	
• understand the importance of child development in forming appropriate expectations for children's behavior?	10	
Were the accommodations...		
•adequate?	9	1
•comfortable?	9	1
•conducive to learning?	10	

* Comment numbers correspond to training participants.
1. A good introduction. Thanks.
2. I am glad that the instructors are instructing us not only how to teach our student to read, but how to reach his/her children at the same time.
3. Everything was great except I was in a corner and had a little bit of trouble seeing.

Family Literacy Training 2
April 4, 1991
Evaluation

4. I learned a lot. See you Saturday!
5. I know schedules are difficult to coordinate, but 3 hours is a large chunk from a student's study time during the week. Perhaps this could have been incorportated into Saturday's program.
6. Interesting and well presented by interested staff. Good job.

N=9

Family Literacy Training #2
April 6, 1991
Evaluation

Did the trainer...	YES	NO
•present the information in an organized way?	9	
•appear knowledgeable of the topics presented?	9	
•explain the material so that you could easily understand it?	9	
•answer questions so that your concerns were addressed?	9	
•make the presentation interesting to you?	9	
•make good use of visual aids?	9	
•make good use of handouts?	9	
•encourage your participation in the seminar?	9	
•give you enough time to ask questions?	9	
Do you...		
• understand the functional context approach to teaching reading?	9	
• feel you are familiar with the methods which can be used to help improve your student's reading?	9	
• understand how to plan a lesson using the form provided?	9	
• have ideas on where to find the materials you will need to teach a lesson?	9	
• feel you have been well prepared to be a family literacy tutor?	9	
Were the accommodations...		
•adequate?	9	
•comfortable?	9	
•conducive to learning?	9	

* Comment numbers correspond to training participants.

1. I think everything was very interesting but seven hours straight was quite long - but ample breaks -- Thank you. The time to role play with was a good idea, but it is so hard to play with someone who can read. Tutors did a good job!

N=9

Family Literacy Training #2
April 6, 1991
Evaluation

2. Well organized, put in a manner to use and understand. Kept humor and kept bringing us back [on task]. Kept us involved.
3. About 60 years ago I "lived thru" a course called "Methods of Teaching" that, at the time seemed a waste - however as my teaching years passed, I realized that some of the materials became useful. Also, this training session put the methods course into nine hours of basics - in an interesting manner. Congratulations.
4. Good job by all. Efficient and cheerful. Good sense of humor by all.
5. I feel so much more confident with tutoring after this session and am looking forward to teaching imaginitive and structured lessons. I feel this course was well organized, informative, and fun.
6. Your schedule was very tight and didn't allow for other concerns. A little rushed. Presenters were very pleasant and knowledgeable.

LIBRARY TUTOR TRAINING EVALUATION

Did the trainer...	YES	NO
•present the information in an organized way?	10	
•allow adequate time for questions?	10	
•prepare you to use the library as a family literacy tutor?	10	
Do you...		
•know how to apply for a library card?	10	
•understand the general lay-out of the library?	10	
•know where the adult literacy materials are located and how they are organized?	10	
•know where the children's books are and how they are organized?	10	
•feel prepared to give a tour of the library and help you family find the materials they need?	10	
•know what space is available for you to work with your student in the library?	10	
•know how to use the library catalog?	10	
•know who to ask if you have any questions?	10	

Comments:
1. Good enthusiastic explanations; well organized tour.
2. Wonderful tour - one can't help but love this place.
3. It was a well organized tour. Knowing the "how to" or "where" aspects is wonderful!
4. I didn't realize the library offered so much other than basics. This is an excellent idea. The libraries I went to when I was young were nasty, dead quiet places where I dreaded to go.
5. Great!

DEVELOPMENT AND EVALUATION OF A MODEL FAMILY LITERACY PROGRAM
TUTOR EVALUATION

Please complete the questions below. Your response will help us with our evaluation of the Model Family Literacy Program. Thanks for your help!

1. My experience as a volunteer tutor in the Model Family Literacy Program...(select 1 item)
   a. exceeded my expectations.
   b. met my expectations.
   c. did not meet my expectations.

2. I found my experience to be...(circle 1 item in each list)

a.	b.	c.	d.
rewarding	satisfactory	positive	worthwhile
unrewarding	unsatisfactory	negative	not worthwhile

3. I feel that my student...
   a. benefited from participating in this program.
   b. did not benefit from participating in this program.

4. My most rewarding experience as a tutor was...(select 1 item)
   a. watching my students interest in reading grow.
   b. helping my student build a home learning environment for his/her children.
   c. building a positive relationship with my student.
   d. helping students to improve his/her basic skills.
   e. other (please list)

   _____
   _____

5. My most frustrating experience as a tutor was...(select 1 item)
   a. my student's lack of motivation to learn.
   b. not seeing progress in my student's basic skills.
   c. interpersonal relationships with my student.
   d. dealing with my student's personal problems that interfered with his/her program participation.
   e. my student's lack of commitment to building a learning environment at home.
   f. feeling unqualified to be a tutor.
   g. other (please list)

   _____
   _____

6. The training I received to be a volunteer family literacy tutor was...(circle 1 item in each list)

a.	b.	c.	d.
adequate	informative	relevant	comprehensive
inadequate	uninformative	irrelevant	incomprehensive

7. I feel that the training I received...(select 1 item)
   a. prepared me to be a family literacy tutor.
   b. did not prepare me to be a family literacy tutor.

8. I would rate the materials used for student instruction as...(circle 1 item on each list)

a	b	c	d
adequate	easy to use	relevant	effective
inadequate	hard to use	irrelevant	ineffective
e.	f.	g.	
interesting	helpful	outstanding	
boring	not helpful	poor	

9. I think the overall program is...(circle 1 item on each list)

a	b
well organized	well administered
not well organized	not well administered

10. I think the program's strength(s) are...(circle as many items as apply)
    a. its purpose.
    b. materials used for instruction.
    c. instructional methods used (functional context approach).
    d. organization.
    e. training.
    f. staff support.
    g. other (please list)

    _____
    _____

11. I think the program's major weakness(es) are...(circle as many items as apply)
    a. materials used for instruction.
    b. instructional methods used (functional context approach).
    c. organization.
    d. training.
    e. staff support.
    f. other (please list)

    _____
    _____

12. I think that program staff and trainers were...(circle 1 item on each list)

a	b	c	d
qualified	informed	helpful	accessible
unqualified	uninformed	not helpful	inaccessible

13. If I had a friend who was interested in being a family literacy tutor I would...(select 1 item)
    a. recommend participation in this program.
    b. not recommend participation in this program.

14. Please list any comments or concerns you may have about the program - things you especially liked or disliked; things you would like to see changed; things you were especially impressed with., etc.

Please return completed survey to Barbara Van Horn at the Institute for the Study of Adult Literacy by July 15, 1991.

Thanks for your participation!

DEVELOPMENT AND EVALUATION OF A MODEL FAMILY LITERACY PROGRAM
PARTICIPATING AGENCY / STAFF PROGRAM EVALUATION

1. What was your role in the Family Literacy Program? (Please list your agency, title, and a description of your role)

   Agency: _____
   Position: _____

   Description of your role in project:

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

2. What is your overall appraisal of the program? (Select 1 item from each list)

   a. outstanding / superior / average / poor
   b. worthwhile / not worthwhile
   c. well organized / not well organized

   d. well administered / not well administered
   e. easy to implement / difficult to implement
   f. well designed / poorly designed

3. I think the program's strength(s) are... (circle as many as apply)
   a. its purpose
   b. materials used for instruction
   c. instructional methods used (functional context approach)
   d. organization
   e. training
   f. staff support
   g. other (please list)

   _____
   _____

Please discuss the program's strengths in greater detail. (Please be specific)

_____
_____
_____
_____
_____
_____
_____
_____
_____

4. I think the program's weakness (es) are...(circle as many as apply)
   a. its purpose
   b. materials used for instruction
   c. instructional methods used (functional context approach)
   d. organization
   e. training
   f. staff support
   g. other (please list) _____
      _____

Please discuss the program's weaknesses in greater detail. (Please be specific)

_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Please discuss any changes you would like to see implemented in the program. (Please be specific)

_____
_____
_____
_____
_____
_____
_____
_____
_____

6. I think the overall program is... (circle 1 item on each list)
   a. well organized / not well organized
   b. well administered / not well administered

7. How would you rate the materials used/purchased for the program? (Circle 1 item on each list)
   a. adequate / inadequate
   b. easy to use / difficult to use
   c. relevant / irrelevant
   d. effective / ineffective
   e. interesting / boring
   f. helpful / not helpful
   g. current / outdated
   h. a good selection / a limited selection
   i. outstanding / above average / average / below average / poor

8. List the material(s) you think were most useful. (Please be specific)

9. List the materials(s) you think were not useful. (Please be specific)

10. List any materials you would like to see incorporated into the program. (Please be specific)

11. How would you rate the quality of the training tutors received? (circle 1 item on each list)

a. adequate / inadequate

b. effective / ineffective

c. informative / uninformative

d. comprehensive / not comprehensive

e. relevant / irrelevant

f. prepared tutors / did not prepare tutors

12. Discuss your appraisal of communication between the cooperating agencies. (Please be specific)

13. Discuss what you think helped facilitate progress in developing the program. (Please be specific)

_____
_____
_____
_____
_____
_____
_____
_____
_____

14. Discuss what you think hindered progress in developing the program. (Please be specific)

_____
_____
_____
_____
_____
_____
_____
_____
_____

15. Do you feel the methods, activities, and materials used in the project have facilitated... (Circle all that apply)
    a. greater use of resources.
    b. increased literacy activities in the participants homes.
    c. parental school involvement .
    d. attitude changes among participants.
    e. interagency cooperation.
    f. greater community awareness of the need for family literacy projects.

16. Would you recommend this program to an agency interested in establishing a family literacy program? (Select 1 item)
    a. yes
    b. no

17. Please list any comments or concerns you may have about the program - things you especially liked or disliked; things you would like to see changed; things you were especially impressed with, etc.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Please return your completed survey to Barb Van Horn at the Institute for the Study of Adult Literacy by July 15, 1991.

Thanks for your participation!